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ABSTRACT
This annotated bibliography includes research and innovative programs on vocational orientation. The emphasis is upon increasing student awareness of career possibilities at all grade levels through effective exploratory programs. Suggestions for program development are included. (NS)

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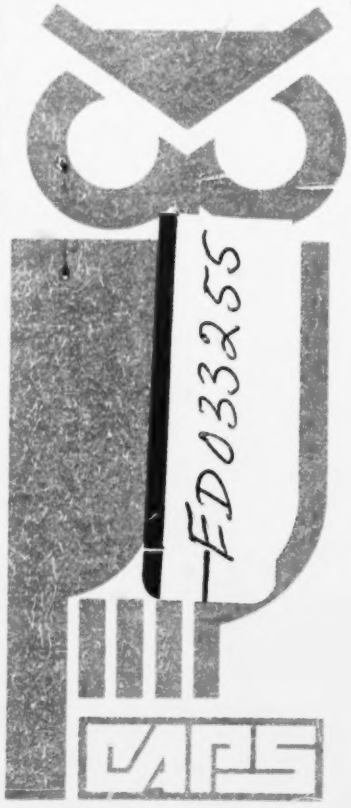

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Orientation Approaches To Increase Student Awareness Of Occupational Options

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ORIENTATION APPROACHES TO INCREASE STUDENT AWARENESS OF OCCUPATIONAL OPTIONS

Compiled by Nancy Sloan

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Why is Such Orientation Needed?

1. A desired orientation shows how work reflects one's integration into the community. Children need to understand how adults achieve a place in society and develop a life style.

2. Through occupational orientation, children develop a personal sense of their present and future worth. They become aware of the complexities and possibilities within the world.

3. An occupational orientation program can help a student perceive himself and the options open to him more accurately. Career choice involves an appraisal of self matched to knowledge about occupations. Research shows that the most realistic career choices are made by those with the greatest exposure to valid information about work and the greatest opportunity for self evaluation.

4. Our present culture deprives most youth of prevocational experiences, yet class-associated attitudes about work and careers are acquired in early years. Attitudes and concepts are influenced by family, teachers, and other role models. Such concepts may be based upon lack of experience, partial information, or misinformation.

5. Well-planned occupational services in the elementary school broadens the range of possible choices at all stages. Students are asked to choose courses of study or make other educational decisions before most of them are aware of the career opportunities available.

6. A background of accurate information and an awareness of options helps avoid an occupational choice made because of immediate circumstances. The decision-making becomes a process in which some career areas are rejected as others are selected as possibilities.

7. Research indicates that the aspiration of a student often differs from the career he actually expects to choose. A wide range of careers may be acceptable and satisfying to him, but he does not consider them as his aspiration.

An occupational outlook program which begins in the early years and continues through high school affords the individual opportunity to appraise himself, to recognize the many career choices available, and to understand the process and end-result of occupational decision-making.

What kinds of orientation are needed?

1. Students need a wide range of activities which offers ways of testing the self and achieving identity. Then, the student can begin to relate his self-concept to various occupational role expectations.

2. Students need to understand career development as a process over which the individual has control. In contrast, students often see outside influences as controlling their life patterns.

3. Effective career exploration is action-oriented. It emerges from questions inportant to the student, relates to his goals and values, and involves him in personal interaction. It may offer opportunities to see what a job feels like; to place one's self in particular occupational tasks.

4. There is a need to consider the aspects which influence career choice. Research indicates four sectors which most people consider:

   a. intrinsic features of the work task,
   b. extrinsic rewards of the occupation,
   c. extra-role considerations,
   d. the perceived feasibility of occupational goals.

5. Valuable vocational experiences are inherent in most classroom activities. For example, skill in inter-personal relations and decision-making ability can be emphasized as important vocational learnings.

6. Early orientation should stress wide ranging exploration with emphasis on the many jobs for which each person is suited.

7. Parents play a major role in vocational development and are often the primary source of occupational information to a child. This suggests the importance of including parents in occupational orientation programs.

These statements suggest an occupational program which relates information to the vocational development process, is action-oriented and relevant to the individual, and considers the many influences in career decision-making.

Action Possibilities:

1. Classroom activities can be related to the development of vocational skills and to the expectations of varying work concerns. This is a relevant answer to the younster who asks, "Why do I have to learn this?" (15, 37, 17, 19, 20, 33)

2. Role models of workers are not always readily available in the students' home or community environment, and may be provided through classroom or extra-classroom activities. This suggests bringing a child into contact with a variety of workers on the job. (14, 25, 43)

3. Occupational orientation activities should be appealing and meaningful to children of different backgrounds with different goals and values. (27, 35, 32, 25)

4. Peer group activities may offer an effective means of appraising self-concepts and considering occupational roles. (36, 43, 35, 8)

5. Gaming, such as the Life Career Game, offers a means of involving students in the concepts of decision-making. (36, 18)

6. Simulation of work tasks is an action-oriented approach to reality testing and to job exploration. (22, 23, 24)

7. Involving parents in the occupational orientation program through group meetings or individual contact will increase their understanding of the career development process, and aid them in giving information to their children. (7, 38)

8. Computer programs which offer students access to accurate, up-to date information and involve students in problem-solving situations have been developed. (22, 23, 39, 42, 31)

9. Inservice education of counselors and teachers can increase occupational orientation activities, and lead to better utilization of occupational information. (40, 25, 29)

10. Community members may be recruited as volunteers to enrich the vocational information program. (28)

The following bibliography is presented to identify materials which describe innovative programs and practices in the occupational orientation of elementary and secondary students. Although they probably cannot be duplicated in other settings, they do suggest effective procedures for program development. Once the goals of the program have been established, these materials can provide assistance in designing programs to implement the goals. (Ordering information on the following papers is given at the end of the bibliography.)

Background Theory and Research for Developing Program Objectives

1. Altman, J. W. WHAT KINDS OF OCCUPATIONAL INFORMATION DO STUDENTS NEED. 1966. (ED 018 580 MF .25 HC-.65 11p.)

   A proposed comprehensive structure for needed occupational information is based on a continuum which reaches backward in time from a skilled worker on the job toward the cradle.

2. Bailey, J. A. THE RELEVANCE OF OCCUPATIONAL INFORMATION TO CAREER-CHOICE THEORY AND DECISION MAKING. American Personnel and Guidance Association, Washington, D. C. 1969. (ED 029 345 MF-.25 HC-.80 14p.)

3. Brandon, G. L., Ed. RESEARCH VISIBILITY, HUMAN RESOURCES AND VOCATIONAL GUIDANCE SERVICES. BR-70633, American Vocational Association, Washington, D. C. 1968. (ED 025 669 MF-.25 HC-.90 16p.)

   Focusing on human resources and vocational guidance, this issue presents 10 reports with concentrations of materials on career development; selection, placement, and followup, and occupational trends.

4. Bugg, C. A. Implications of some major theories of career choice for Elementary School Guidance Programs. ELEMENTARY SCHOOL GUIDANCE AND COUNSELING, 1969, 3(3), 164-173.

   This paper examines the main points of seven theories of career choice and suggests the kinds of guidance services to be provided based on each theory.

5. Campbell, R. E., Ed. GUIDANCE IN VOCATIONAL EDUCATION--GUIDELINES FOR RESEARCH AND PRACTICE. Ohio State University, Columbus, 1966. (ED 011 922 MF-.50 HC-5.10 100p.)

   This conference report includes guidelines for initiating and improving vocational guidance programs which were developed by nationally recognized leaders from several disciplines.

6. Ellis, R. A., & Tyler, L. PLANNED AND UNPLANNED ASPECTS OF OCCUPATIONAL CHOICES BY YOUTH: TOWARD A MORPHOLOGY OF OCCUPATIONAL CHOICE. Oregon University, Eugene, 1967. (ED 024 075 MF-.50 HC-4.40 86p.)

   A major task in the present study was to develop a Morphology of Occupational Choice that would articulate the main sectors in which occupational decisions are made.

7. EVALUATION OF A COMPREHENSIVE PLANNING UNIT FOR DEVELOPMENT OF AN EDUCATIONAL AND OCCUPATIONAL PLANNING PROGRAM FOR OUT-OF-SCHOOL YOUTH. Independent School District Number 742, St. Cloud, Minn., 1967. (ED 027 586 MF-.25 HC_2.50 48p.)

   The primary purpose of this project was to provide data for developing operational proposals and programs for dealing with the dropout problem.

8. Hamilton, J. A. VIDEO GROUP SOCIAL MODELS, GROUP STIMULUS MATERIALS AND CLIENT CHARACTERISTICS IN VOCATIONAL COUNSELING: AN EXPERIMENTAL STUDY. American Education Research Association, Washington, D. C., 1969. (ED 028 475 MF-.25 HC-1.95 37p.)

   Eleventh grade male students participated in this study designed to promote career information-seeking and information-processing behavior.

9. Herr, E. L. Guidance and Vocational Aspects of Education: Some Considerations. VOCATIONAL GUIDANCE QUARTERLY, 1969. 16 (3) 178-84

   This paper considers the relations of guidance to vocational education and emphasizes factors which attend the choice-making process.

10. Jeffries, D. The Needs of Inner-City Children for Career Guidance. ELEMENTARY SCHOOL GUIDANCE AND COUNSELING, 1968, 2 (4), 268-275.

    The inner-city child lives in an environment which creates a low self-concept, thus lowering his level of aspiration and career development and perpetuating his self-defeating mode of living. To break this circle, the schools have to assist the child in career development, beginning when the child enters kindergarten.

11. O'Hara, R. P. A Theoretical Foundation for the Use of Occupational Information in Guidance. THE PERSONNEL AND GUIDANCE JOURNAL, 1968, 46 (7), 636-640.

    Career development is seen as a learning process. The stages of the vocational learning sequence discussed here are vocational readiness, vocational goal-directedness, elements connected with the vocational learning problem, the need for structured framework in vocational learning, and the need for vocational symbolization.

12. Slocum, W. L., & Bowles, R. T. Attractiveness of Occupations to High School Students. PERSONNEL AND GUIDANCE JOURNAL, 1968, 46 (8), 754-761.

Information was obtained by questionnaire from a sample of approximately 100 Washington high school juniors and seniors concerning career aspirations and whether they would like or dislike each of 61 selected occupations.

13. Smith, R., & Proshansky, H. CONCEPTIONS OF WORK, PLAY, COMPETENCE, AND OCCUPATION IN JUNIOR AND SENIOR HIGH SCHOOL STUDENTS. FINAL REPORT. BR-5-0079. Michigan University, Ann Arbor, 1967. (ED 016 257 MF1.50 HC-17.70 352p.)

Attitudes and cognitions of young people about the nature of work were studied to discover the influence of sex, social class, race, and intelligence on the development of work orientation.

14. Warner, T., Ed. NEEDED CONCEPTS IN ELEMENTARY GUIDANCE. Ohio State Dept. of Education, Columbus, 1969. (ED 029 335 MF-.25 HC-1.90 32p.)

Opening new vistas to children through career exploration is the subject of the second speech in this conference report. Nine reasons are given which deal with the child's perception of himself, the world of work, and the future. Nine points are then made pertaining to how this exploration should be conducted.

15. Whitfield, E. A. Vocational Guidance in the Elementary School: Integration or Fragmentation? THE SCHOOL COUNSELOR, 1968, 16 (2), 90-93.

To provide integrated vocational guidance in the elementary school will require that the elementary school counselor have not only a thorough knowledge of vocational and child development theories, but also an understanding of the elementary school curriculum and its relation to the above theories.

Descriptions of Innovative Programs and Practices

16. Akamine, T., & Heiner, H. G. DEVELOPMENT OF AN EXPERIMENTAL FORCED-CHOICE OCCUPATIONAL PREFERENCE INVENTORY. REPORT NO. 23. FINAL REPORT. BR-7-0031. Washington State Coordinating Council for Occupational Information, Olympia, 1968. (ED 022 959 MF-.25 HC-1.90 36p.)

The purpose of this study was to develop an inventory which would (1) help pupils analyze their occupational interests, and (2) inform teachers, counselors and curriculum planners about pupils' attitudes toward relatively

specific elements of work.

17. Agan, R. J. et. al. THE DEVELOPMENT AND DEMONSTRATION OF A COORDINATED AND INTEGRATED PROGRAM OF OCCUPATIONAL INFORMATION, SELECTION AND PREPARATION IN A SECONDARY SCHOOL. FINAL REPORT. BR-5-0027. Kansas State University, Manhattan, 1968. (ED 022 962 MF-1.75 HC-20.95 417p.)

These instructional materials are for teacher use in conducting inter-disciplinary occupational education courses for high school juniors and seniors.

18. Barbula, P. M., & Isaac, S. W. CAREER SIMULATION FOR ADOLESCENT PUPILS. FINAL REPORT. BR-6-8744. San Diego County Dept. of Education, California, 1967. (ED 016 268 MF-.25 HC-2.50 48p.)

The purpose of this study was to assess student acquisition of knowledge about vocations after participation in a career simulation game and to determine attitudinal change toward vocational counseling.

19. CAREER DEVELOPMENT ACTIVITIES, GRADES 5, 6, 7. Abington School District, Pennsylvania, 1968. (ED 022 219 MF-.76 HC-7.40 146p.)

Curriculum materials for use in the vocational guidance of students in grades five, six, and seven are presented. The goal is the utilization of learning activities in the classroom to show students the processes through which vocational decisions are made.

20. Darcy, R. L. AN EXPERIMENTAL JUNIOR HIGH SCHOOL COURSE IN OCCUPATIONAL OPPORTUNITIES AND LABOR MARKET PROCESSES. FINAL REPORT. BR-5-1203. Ohio University, Athens, 1968. (ED 022 056 MF-2.25 HC-30.68 611p.)

An experimental project was initiated to provide schools with instructional materials, evaluation instruments and a realistic classroom educational program for bridging the gap between school and work.

21. A DEMONSTRATION SYSTEM OF OCCUPATIONAL INFORMATION FOR CAREER GUIDANCE. FINAL REPORT. State University of New York, Albany, 1968. (ED 024 838 MF-.50 HC-6.00 118p.)

The purpose of this project was to test the effectiveness of a cooperative arrangement between the New York State Education Department and the New York State Employment Service, undertaken to produce and disseminate up-to-date information about local entry occupations for use in the career guidance of students.

22. Impelliteri, J. T. THE DEVELOPMENT AND EVALUATION OF A PILOT COMPUTER-ASSISTED OCCUPATIONAL GUIDANCE PROGRAM (PROJECT NO. 16033, 17033, 18033) FINAL REPORT AND APPENDIXES. Pennsylvania State University, University Park, 1968. (ED 029 095 MF-2.00 HC-27.85 555p.)

The purpose of the system is three-fold: (1) to provide an easily updated individualized retrieval system of occupational information, (2) to develop a process whereby youth can develop an individualized framework of the occupational structures, and (3) to provide an experience for youth to acquire operational opportunities by simulated practice.

23. Impelliteri, J. T. EXPLORATION WITH A COMPUTER-ASSISTED OCCUPATIONAL GUIDANCE PROGRAM. American Educational Research Association, Washington, D.C., 1969. (ED 027 584 MF-.25 HC-1.75 23p.)

This paper describes an exploratory project of computer-assisted guidance used with junior high school boys. A student interacts with the computer system from a terminal composed of a typewriter-input and readout device, a tape recorder, and a slide projector.

24. Krumboltz, J. D. VOCATIONAL PROBLEM-SOLVING EXPERIENCES FOR STIMULATING CAREE EXPLORATION AND INTEREST. FINAL REPORT. BR-5-0070. Stanford University, California, 1967. (ED 015 517 MF-2.25 HC-30.20 602p.)

To motivate interest in career exploration, five sets of job simulation materials were developed and tested for accounting, x-ray technology, medical laboratory technology, sales, and banking.

25. Leonard, G. E. DEVELOPMENTAL CAREER GUIDANCE IN ACTION, THE FIRST YEAR. Wayne State University, Detroit. (ED 013 465 MF-.75 HC-8.00 115p.)

The project sought to (1) broaden and raise the educational-occupational levels of aspiration of a selected group of Detroit inner-city public school students, 2) develop a pilot program to better meet their needs through emphasis on developmental educational-occupational career guidance in grades one through 12, and (3) to involve the staffs of the participating schools in the program through cooperative planning and development.

26. Lockwood, Ozelma; Smith, David B. & Trezise, Robert. Four Worlds: An Approach to Occupational Guidance. THE PERSONNEL AND GUIDANCE JOURNAL, 1968. 46 7), 641-643.

A vocational guidance approach used by a teacher team instructing a vocational guidance course in a junior high school was to broaden a student's understanding of the world, rather than specific career areas. Areas introduced were the Natural, the Technological, the Aesthetic, and the Human World. (PS)

27. Martin, Ann M. A MULTIMEDIA APPROACH TO COMMUNICATING OCCUPATIONAL INFORMATION TO NONCOLLEGE YOUTH. INTERIM TECHNICAL REPORT. BR-5-0162, Pittsburgh University, Pennsylvania, 1967. (ED017 005 MF-1.00 HC-13.10 260p.)

This project's primary concern has been the design of new types of guidance materials and new instructional approaches centering upon educational-vocational aspirations of students, particularly the noncollege bound and culturally disadvantaged.

28. Mullen, Margaret J. A VOLUNTEER PROGRAM IN VOCATIONAL INFORMATION AND CAREER GUIDANCE FOR SECONDARY SCHOOLS. A HANDBOOK. Sequoia Union High School District, Redwood City, California, 1968. (ED 024 809 MF-.75 HC-7.40 146p.)

Presented as a record of volunteer activities, this handbook is intended for the use of school administrators, teachers, and/or counselors who may wish to use volunteers in a school-community, career-guidance program.

29. OCCUPATIONAL EDUCATION PROGRAM, IMAGE OF THE WORLD OF WORK, DESCRIPTION AND ANALYSIS OF TEACHER ORIENTATION ACTIVITIES (AUGUST 1968). Rocky Mountain Educational Lab., Inc., Greeley, Colo. 1969. (ED 029 993 MF.50 HC4.65 91p.)

A project was conducted to determine the relationship between changes in attitudes toward work of seventh grade pupils and specified instructional practices of their social studies of language arts teachers.

30. Olsen, LeRoy & Venence, W.H. DEVEOLOPMENT OF A PROJECTIVE TECHNIQUE FOR OBTAINING EDUCATIONALLY USEFUL INFORMATION INDICATING PUPILS' ATTITUDES TOWARD WORK AND OCCUPATIONAL PLANS. REPORT NO. 21. FINAL REPORT. BR 70031, Washington State Univ., Pullman, 1968. (ED 022 960 MF-.25 HC-1.90 36p.)

The purpose of this study was to develop a projective technique which would (1) identify youths' attitudes toward certain distributive, construction, service, and agricultural occupation, and (2) identify factors associated with occupational aspirations. Results indicated the nature of subjects' occupational preferences and ways these are influenced by factors such as socioeconomic status and self concepts.

31. A REPORT ON PROJECT CVIS (COMPUTERIZED VOCATIONAL INFORMATION SYSTEM). Willowbrook high school, Villa Park, Ill. 1969. (ED 029 331 MF-.50 HC-3.85 75p.)

The Computerized Vocational Information System (CVIS) team, has designed

a system utilizing a computer as a tool to help students explore occupations in the light of their own student records.

32. Sherman, Vivian S. TRIAL AND TESTING OF AN EXPERIMENTAL GUIDANCE CURRICULUM. FINAL REPORT. BR-7-8091, American Institute for Research in Behavioral Sciences, 1967. (ED 020 554 MF-.75 HC- 6.90 136p.)

Innovative vocational guidance curriculum materials were designed to increase self-understanding and motivation relative to career exploration and planning.

33. STUDIES IN SUCCESS, A PROMISING APPROACH TO THE VOCATIONAL GUIDANCE OF AVERAGE HIGH SCHOOL STUDENTS. Grossmont Union High School District, Calif., 1964. (ED 010 703 MF_.75 HC-6.50 128p.)

This report describes an educational plan to improve the vocational guidance of average or noncollege preparatory high school students. A complete unit of study for use in the classroom is presented and includes a listing of all materials needed for implementation as well as classroom methods which were utilized.

34. Todd, Vivian Edmiston & Bates, Zelpha. DEVELOPMENT OF A JUNIOR HIGH SCHOOL INSTRUMENT FOR APPRAISING SOCIAL READINESS FOR EMPLOYMENT. BR-5-8462, California State College, Long Beach, 1967. (MP 000 MF-.50 HC-4.40 86p.)

Two appraisal devices were developed to measure social readiness for employment. The devices are direct means for a student to record his thoughts about work and school situations so that he and others can observe the veracity of his responses.

35. TEACHER'S GUIDE TO: SELF UNDERSTANDING THROUGH OCCUPATIONAL EXPLORATION (SUTOE). Oregon State Dept. of Education, Salem, 1968. (ED 024 965 MF-1.00 HC-10.00 198p.)

Self Understanding Through Occupational Exploration (SUTOE) is a one year course designed to assist ninth graders with educational and career planning.

36. Varenhorst, Barbara B. Innovative Tool for Group Counseling: The Life Career Game. THE SCHOOL COUNSELOR, 1968, 15 (5), 357-362.

The Life Career Game is the focus of this article. It is a simulation technique whereby teams of students attempt to plan the most satisfying life for a hypothetical student. Its adaptation for guidance purposes in group settings is described, and advantages of group counseling are delineated.

37. Warren, Mary A. & Others. IDENTIFICATION OF CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK. BR-5-0056. Oklahoma University, Norman, 1965. (MP 000 017 MF. 50 HC-5. 90 116p.)

An attempt was made to identify concepts and to develop effective materials and media which could be important to high school students in guiding them to a personal awareness of the demands of the "world of work" for the purposes of successful attainment, retention, and advancement in employment.

38. Weals, Robert & Johnson, Edward. Doubled and Vulnerable: A Sociodrama on Vocational Decision Making, VOCATIONAL GUIDANCE QUARTERLY, 1969. 17 (3), 198-205.

An example of a socio-drama which counselors may use to stimulate group discussion on decision-making is presented.

39. Weiss, David J. COMPUTER-ASSISTED SYNTHESIS OF PSYCHOMETRIC DATA IN VOCATIONAL COUNSELING, American Psychological Association, Washington D. C. 1968. (ED 025 787 MF-. 25 HC-. 70)

This paper proposes computer assistance in the synthesis operation of vocational counseling.

40. Whitfield, Edwin A. & Hoover, Richard. REGIONAL CENTER FOR COLLECTION, SYNTHESIS AND DISSEMINATION OF CAREER INFORMATION FOR USE BY SCHOOLS OF SAN DIEGO COUNTY. BR-6-1620, San Diego County Department of Education, California, 1967. (ED 015 513 MF-. 75 HC-8. 25 163p.)

Activities of the Career Information Center during the 1966-67 year have shown that (1) a summer workshop for counselors which provides instruction in vocational guidance and experience in entry level occupations is valuable, (2) positive community reaction to the View Project and to a summer workshop exists, and (3) vocational training provided by the junior colleges is perceived by the students as necessary and valuable in their chosen career.

41. Wilson, Eugene H. A TASK ORIENTED COURSE IN DECISION-MAKING, (INFORMATION SYSTEM FOR VOCATIONAL DECISION, PROJECT REPORT NO. 7) Harvard University, Cambridge, Mass, 1967. (ED 014 119 MF-. 75 HC-9. 10 180p.)

A course in decision-making, built around the Tiedeman-O'Hara paradigm, was taught at a junior high school to test materials.

42. Youst, David R. The Rochester Career Guidance Project EDUCATIONAL TECHNOLOGY, 1969, 9 (3), 39-41.

A short explanation of the project development and utilization of a systems approach is presented.

43. Yunker, John A. PRE-HIGH SCHOOL VOCATIONAL GROUP GUIDANCE FOR POTENTIAL DROPOUTS AND NON-COLLEGE-BOUND STUDENTS. Tracy Elementary School District, Calif., 1967 (ED 012 944 MF. 25 HC-2. 05 39p.)

The purpose of this study was to determine the effects of small group guidance sessions and industrial tours on an experimental group of male, eighth grade students deemed lacking in academic interest and/or ability who were classified as potential dropouts and non-college-bound students.

Additional References for Program Development

44. CAREERS WITHOUT COLLEGE. Wisconsin State Employment Service, Madison. (ED 029 135 MF-. 25 HC-2. 45 47p.)

The purpose of this booklet is to acquaint students as well as school counselors and teachers with the major occupations providing opportunity for non-college bound youth.

45. COUNSELOR'S DESK AID; EIGHTEEN BASIC VOCATIONAL DIRECTIONS. SUMMARY INFORMATION. Bureau of Employment Security (Dept. of Labor), Washington D. C., 1967. (ED 027 379 MF-. 75 HC-6. 85 135p.)

Each of the 18 basic vocational directions (occupational clusters) has a general role description, relevant personality traits, and types of interests generally considered to be compatible with that occupational cluster.

46. COUNSELOR'S HANDBOOK: I, COUNSELOR'S INTERVIEWING GUIDES IN INDIVIDUAL APPRAISAL:II, COUNSELEE APPRAISAL PATTERNS RELATED TO FIELDS OF WORK. Bureau of Employment Security (Dept. of Labor) Washington D. C. 1967. (ED 023 851 MF- 2. 00 HC-26. 50 528 p.) Available from Superintendent of documents, Washington, D. C. (3. 00)

Part I includes guides for appraising individual characteristics such as interests, temperment, educational development, and aptitudes, to help the counselee learn about himself. Part II includes guidelines for appraising individual characteristics as they relate to the 18 fields of work (occupational clusters) which help the counselee learn about the world of work.

47. GUIDE TO LOCAL OCCUPATIONAL INFORMATION., Bureau of Employment Security, (Dept. of Labor) Washington D. C., 1966. (MP 000 217 MF-.75 HC-8.00 158p.)

Under the United States Employment Service's job opportunities information program, state Employment Service agencies have surveyed and reported on job opportunities and other manpower information for their areas. This directory lists two principal types of studies developed as a part of this program--occupational guides and area skill surveys.

48. Hoppock, Robert, Best Books of 1968 on Vocational Guidance, NASSP BULLETIN, 1969, 53 (336) 99-105.

49. Jacobs, Leland F. Books That Recognize the Joy of Work, INSTRUCTOR, 1969, 78 (8), 68-69.

50. Kuvlesky, William P. & Lever, Michael F. OCCUPATIONAL STATUS ORIENTATIONS OF NEGRO YOUTH: ANNOTATED ABSTRACTS OF THE RESEARCH LITERATURE. DEPARTMENTAL TECHNICAL REPORT 67-2. DEP-TECH rep-67-2. Texas A and M Univ., College Station, 1967. (ED 022 014 MF-.25 HC-2.45 47p.)

Research dealing with the occupational status orientations of Negro youth is described and evaluated.

51. Kuvlesky, William P. & Ohlendorf, George W. A BIBLIOGRAPHY OF LITERATURE ON STATUS PROJECTIONS OF YOUTH. I, OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS. DEPARTMENTAL INFORMATION Report No. 67-10. Texas A and M University, College Station, 1967. (ED 020 380 MF-.50 HC-3.00 58p.)

This report is one of a series intended to serve as a comprehensive listing of the literature, from diverse publications, disciplines, and agencies, on the status projections (aspirations and expectation) of youth.

52. Overs, Robert P. & Deutsch, Elizabeth C. SOCIAOLOGICAL STUDIES OF OCCUPATIONS: ABSTRACTS. Curative Workshop of Milwaukee, Wis. 1968. (ED 027 397 MF-1.50 HC-20.10 400p.)

One hundred abstracts of sociological studies of occupations are collected in this volume, designed primarily as a vocational guidance counseling tool.

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